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Department of Education


GUIDANCE

General Statement

Course of Study for Occupations Grade IX

Suggestions for Course in Occupations Grade XII

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SOME SUGGESTIONS FOR GUIDANCE
and
DETAILED INFORMATION FOR OCCUPATIONS
in
COLLEGIATE INSTITUTES, HIGH, VOCATIONAL, AND
CONTINUATION SCHOOLS AND PUBLIC AND
SEPARATE SCHOOLS

"The amazing and rapid increase in the complexity of industrial and economic life, the changes in the conditions of living, and the phenomenal development of educational facilities beyond the elementary school have greatly increased the dependence of the individual upon outside help, and this dependence is steadily becoming greater. The young person is now confronted with a bewildering complexity of choice, not only of occupations and of jobs within an occupation, but also of future schools and kinds of specialized training for life work. Intelligent choice can result only where the young person has adequate facts and experiences and receives careful counseling at all stages of his progress. These society must provide. Delicate adjustments are necessary in the life of the youth of today that were not necessary half a century or more ago. The individual needs assistance as never before."

—Reprinted by permission from Principles of Guidance, Third Edition, by Arthur J. Jones. Copyrighted, 1945, by the McGraw-Hill Book Company, Inc.

THE NEED FOR AND PURPOSE OF GUIDANCE

Guidance is based upon the fact that young people need help; they are not capable of solving successfully the problems of their complex world without it. At several stages, particularly in their school career, they are faced with the necessity of making decisions that will vitally affect their whole future. Yet modern society has created situations so complex, so confusing and so interdependent that they are beyond the power of the individual to meet without help. The purpose of Guidance is to help students first to understand their own talents and weaknesses, then to choose a course of training and action that will best develop their talents, and finally to choose, train for, enter, and progress in an occupational field in which they are likely to succeed, and thereby to find the greatest reward in personal satisfaction and the greatest opportunity to contribute to mankind the fruit of their talent.

SOME IDEAS BASIC TO GUIDANCE

1. Guidance Is Not Dictation

Self-guidance is the ultimate aim. All through the individual's life he will be faced with the necessity for making decisions, yet the child has no innate ability to choose wisely. There must be built up in him the power to make choices for himself. Even the best guidance counsellor has not the ability to blueprint a line of action for any student nor can he assume the

right or responsibility of attempting this. Such dictation is neither necessary nor desirable. The average individual can succeed in any one of a number of similar occupations for which he is fitted by reason of his particular pattern of skills and interests; similarly, he will face frustration and failure if he attempts a course of action for which he is not fitted. While the responsibility for final choice must rest with the individual, Guidance does assume responsibility for providing tools and techniques so that the individual will make an intelligent choice.

2. Guidance is Broad and Comprehensive

While it may stress occupational and educational choice, its aim is to help the individual child to solve his problem whatever that problem may be, whether vocational, educational, social, physical, emotional, or recreational. It is a life-long and continuous process rather than a series of isolated events that take place at critical moments in a school career.

3. Guidance Is Extremely Practical

It aims to meet the actual needs of students as they arise. It gives information, such as, how to organize time for study in order to succeed at school, how to choose from among school courses, how to read a University calendar and how to plan a course, where to get authoritative information on occupational trends, what work a boy can expect to get if he leaves school at the end of Grade IX, what is a reasonable amount of time to spend on sports, and what are the requirements of different occupations. Both parents and students are asking and seeking the answers to these and other questions. Also, most students and parents find very difficult the important task of assessing abilities and weaknesses objectively. Here the school can give particularly valuable help by supplying information to which parents and pupils have not easy access.

4. Guidance in the Absence of all Obtainable Data is Quackery

It is not enough that the counsellor be interested and kindly; he must also be informed. Guesses and estimates must be verified by exact and objective information. This necessitates the keeping of proper records and up-to-date files of educational and occupational information.

5. Students Differ from One Another Significantly

There are great differences in native ability, in background, interests, and hopes. Ordinary classroom teaching of necessity tends to treat pupils as a group. Additional provision must be made for taking into account these significant individual differences if pupils are to develop their full powers.

6. One's Occupation Plays an Important Part in One's Life

School should surely be a practical preparation for living and must therefore concern itself with the child's choice of occupation and his preparation for it. Similarly, educational choice so determines a child's future that in fairness he cannot be allowed to make decisions in ignorance of what they entail.

7. Specially Trained and Qualified Leaders are Necessary

Individual subject teachers with full-time responsibilities in their own field, especially in larger schools, have not the time nor the opportunity nor the information to undertake this task of guidance. Moreover, although they are good subject teachers, they may or may not have the special personal qualifications and training required for guidance.

8. Time Must be Provided

Personal qualifications, training, and good-will can accomplish little unless time is provided for both group work and individual work. The individual counselling service is time-consuming, yet it is the heart of the guidance programme and time should be found for it.

9. Space and Equipment are Necessary

If schools are to do effective work in counselling, space and equipment must be provided. Satisfactory counselling can be done only when interviews are conducted in privacy, free from interruptions, and in a reasonably comfortable and informal setting. Furthermore, the counsellor should have readily accessible his information files and other guidance materials.

Wherever possible, at least one room should be set aside as a guidance office and counselling room. This room should be well-lighted, reasonably quiet, and sufficiently attractive to provide a pleasant atmosphere for the counselling interview. Office furnishings should include at least a movable desk, two or three comfortable chairs, a filing cabinet, and cupboard space for equipment.

THE ESSENTIALS OF A GUIDANCE PROGRAMME

To make guidance work effective, provision must be made for certain essentials. Among these are orientation and adjustment, study of the individual child, educational and occupational information, group work in guidance, counselling, placement, and follow-up.

1. Orientation and Adjustment

When the change is made from one educational level to another or from school to work, there may be a very difficult adjustment to make. For example, students going from elementary to secondary school face new subjects, new methods, new responsibilities, and many teachers. Much assistance can be given to make the adjustment less costly in time, efficiency, and emotional strain.

2. Study of the Individual Child

If the child is to be treated as an individual with an individual pattern of skills and needs, all pertinent information must be available. The school records should contain not only a record of school progress, but also information about health, family background, hobbies, extra-curricular activities, test results, personality, part-time employment, and any other information

that helps make a picture of the child as a whole individual. These confidential records should be continuous from the day he enters elementary school until he is satisfactorily adjusted in an occupation.

Scientifically devised tests when taken in conjunction with all other means of observation make a contribution to the understanding of the student. However, the tests should be introduced only when there is someone trained to use and interpret them.

3. Educational and Occupational Information

Information should be made available through occupational and educational files, libraries, bulletin-board displays, speakers, films, plant-visits, part-time employment, vocations conferences, etc. Valuable information can be supplied by subject teachers who show the occupational and aesthetic implications of their own subjects.

4. Group Work in Guidance

Much essential information regarding educational opportunities and occupational fields can conveniently and economically be given in class groups. Also group work in guidance is valuable from the developmental standpoint since it provides for continual adjustment through building and inspiring attitudes and ideals. Group work in guidance seems especially valuable at certain levels, namely, Grades VII, VIII, IX and XII. In Grades VII and VIII, the work will of necessity be very general in nature, providing the beginning of awareness of the occupational world and the worker's part in it, and information on educational opportunities. In Grade IX, group work in guidance should provide general information about fields of work and educational opportunities, and should develop habits of study and self-appraisal. In Grade XII, more advanced and specific work may be introduced, for students at that level are faced with the need of immediate decision, are capable of intelligent self-analysis and self-improvement, and can carry out worth-while investigations along lines of their maturing interests.

5. Counselling

The individual counselling service is the centre in which all other Guidance services meet. Principals and teachers have always done counselling in schools, but the increasing complexity of the occupational world makes it extremely difficult for these individuals to do the work adequately. While all principals and teachers should be responsible for certain phases of a guidance programme, lack of training and time prevent them from undertaking the specialized work. Teacher-counsellors should be responsible for the specialized phases for which the regular teachers have neither the time nor the training.

Provision must also be made for privacy in interviewing. Schools will find it advantageous to set aside rooms for the keeping of records and information and for individual interviewing.

Counselling is not only for those in difficulty, or for the exceptional and the "problem" cases, but it is also open to all who seek information or help because of immediate need or desire to make long-range plans.

6. Placement

Having given assistance to pupils in their choice of life work, the school must seek to help them secure suitable employment. Placement is an integral part of any full guidance programme—not in competition with any national employment plans, but in co-operation with them.

7. Follow-up

The service should follow young people (retirees and graduates) into employment at least until there is reasonable assurance of successful adjustment. Follow-up serves also to evaluate the efficiency of the guidance programme.

ORGANIZATION OF A GUIDANCE PROGRAMME

The organization of a guidance programme should be very flexible so that it may fit local needs.

If effective work is to be done, some person must assume responsibility for it, and must plan an over-all pattern of guidance for the whole school. A recommended organization is a staff committee headed by a *trained* teacher-counsellor, who will act in much the same way as the head of a department. He and the committee may be made responsible for co-ordinating the regular and special services of the school and the community.

It is impossible to give a definite ratio of time for guidance work in elementary schools because of the varying size and character of these schools. *In secondary schools, the equivalent of one teacher's time-table for each 500 students will allow the organization of a reasonable service.* This time will be divided between group and individual work.

1. Principal

Whatever the organization, the principal is ultimately responsible for the guidance programme in his own school. It is the duty of the principal to provide time and accommodation for group work and counselling, to select personnel to do the work, and to instruct members of the staff in their responsibility to the programme.

2. Subject Teachers

The subject teacher will still be responsible for the student's interest and success in his subject, and for educational and occupational information regarding it.

3. Home-room Teachers

The home-room teacher will still have as his special task the establishing of a warm, friendly, co-operative atmosphere in which the individual students, their parents, and the teacher may be able to work with mutual confidence and understanding.

The home-room teacher should be constantly on the alert to detect cases which he may be unable to handle because of limited training in the guidance field and lack of time necessary for a complete diagnosis.

4. Director of Guidance

In a large town or city, the task of co-ordinating the work of schools and teachers, and of the special services and public relations required by a complicated and variegated world of work, can be effected best by a director of Guidance. In less thickly-populated areas, supervision over a convenient group of schools or a school area may be undertaken by a director. In all cases, the director of guidance will be responsible to the administrative officials for the specialized work in guidance and also for methods of making more effective the regular teacher's part in the guidance programme.

5. Teacher-counsellors

The teacher-counsellor must first be a successful subject teacher, for he must have an understanding of classroom instruction, and he must command the respect of pupils, teachers, principal, and parents. He must have a fundamental liking for people, particularly young people, a warm and sympathetic and yet objective understanding of them. Similarly he should have a broad interest in the world of work outside his own academic field. He should have ability to stimulate and challenge students and fellow workers to their best effort toward desirable ends. He should be socially mature. He should be tactful and co-operative in order to gain the confidence of students and to enlist the support of staff and outside agencies. He should have some capacity for detail and method. He should have plenty of common sense, good judgment, and enthusiasm. Very especially, he should be a person of discretion, responsibility, and integrity because of the personal and confidential nature of the work.

Among the duties which are properly assigned by administrative officials to teacher-counsellors are the following:

1. They should be responsible for proper methods in testing, in interviewing, and in all other duties connected with Guidance.
2. They should assemble up-to-date information regarding vocations, and distribute such information to teachers, pupils, and parents. Similarly they should make available information regarding further education e.g. University, Normal School, Trade Schools, and Business Colleges.
3. They should direct the administration of all tests—learning capacity, aptitude, interest, achievement, etc.
4. They should advise the principal and the board regarding student cumulative records—the setting up and organization of the records in the school, the transfer of records as the pupil moves from one school to another, and the final filing of the records when the student withdraws from school.
5. They should teach the classes in Group Work, in Guidance, or Occupations, in all grades in which provision is made for such instruction.
6. They should be available at stated times for interviewing parents and students.

7. They should institute follow-up surveys of students in employment to ascertain whether the training received has been suitable and whether the student has proved to be as satisfactory as expected.
8. They should familiarize themselves with the principal occupations of the community.
9. They should co-operate with the personnel officers of the various industries and with the National Employment Service in endeavouring to place students in suitable employment.
10. In co-operation with the principal, they should relate the guidance programme to the regular courses of study.
11. They should interpret the guidance programme to the general public.
12. They should be responsible for interviewing pupils for the purpose of making recommendations to the principal regarding transfer to other courses. When recommendation regarding transfer is made, the principal may require the teacher-counsellor to interview the parents.

Other Agencies

The solution to many problems will require more specialized training than teachers and counsellors will have. The services of all individuals and organizations which can assist in the adjustment of young people should be enlisted. For example, certain emotional problems will require the services of psychologists and psychiatrists.

The school should enlist the co-operation of all agencies and societies which are interested in the welfare of young people, as the school and many other agencies are partners in the common task of working for the best development of youth.

TESTS AND MEASUREMENTS

It must be emphasized that tests are valuable only to those who have had training in methods of administering and interpreting them. To the person untrained or inexperienced in their use, they are a potential danger. For this reason *it must be recognised that schools should refrain from testing until someone on the staff is trained in the use of tests.*

This will mean a *gradual* introduction of tests into the guidance programme. It is important that this be emphasized, if only to avoid giving the erroneous impression that guidance is done solely by tests.

The Use of Tests as Guidance Aids

"Human nature seems to be such that we always hope to find some magical instrument which will solve all our problems. Witness the chemists' centuries-long search for the 'philosopher's stone.' Perhaps in the testing field we are just emerging from a similar stage of development. Tests are very useful, but the 'solution-to-all-problems test' just doesn't exist. The advice given below regarding their use is designed particularly for guidance officers.

"First, these tests are simply measuring instruments, like the yardstick or the scales. Also, a test is designed to measure some particular characteristic of an individual, or some specific purpose, and does not measure all characteristics or serve all purposes. The guidance officer must choose the appropriate instrument and follow exactly the instructions for its use.

"Secondly, tests are not perfect measuring instruments and our results are always affected by errors of measurement. Even with the best intelligence test, for example, an error of ten points in the I.Q. obtained is not uncommon. However, these tests do give us the most accurate measurements which can be obtained at the present time.

"Thirdly, the tests may not always measure what they purport to measure. The test user must always examine the test material himself and make certain it is suitable for the specific purpose he has in mind. This is particularly important in personality and aptitude testing, since very frequently the designers of such tests have made no attempts to validate the tests. Great care must be exercised in the use of measuring instruments which have not been carefully validated.

"Finally, the beginning guidance officer will probably expect the tests to give him the whole answer, and may be discouraged when he finds that they do not. Just as in physics, chemistry, and medicine, the results must be interpreted by the one who obtains them. This is an important part of the guidance officer's work, and he must do it carefully. The following points should always be taken into consideration in his interpretation: (a) the complexity of any situation involving a human being; (b) the weaknesses of the measuring instruments employed; (c) the necessity of studying all possible factors affecting any given situation; (d) the impossibility of ever attaining perfect prediction. To these should be added the importance of using the results of experience and common sense.

"The reader may ask whether, if the use of tests results is so restricted, the tests are worth using at all. Tests give us valuable information, and there is no other method of getting it. By all means use these tests, therefore, but season the results generously with the clarifying salt of common sense."

—R. W. B. JACKSON, Ontario College of Education
The School—Secondary Edition, February, 1944

Furthermore, the following rules should be kept in mind by all those using tests:

1. *In no circumstances whatever should the result of a test of Intelligence or Ability to Learn be given to a pupil or a parent. THIS IS IMPORTANT.*
2. Test papers should be kept under lock. The person responsible for tests should keep a careful record of every test paper.
3. The actual content of tests should not be discussed with pupils or parents because familiarity with the general content will destroy the value of the results obtained.

It is necessary that these general instructions be strictly followed by all those using tests. If not, the effectiveness of any testing programme is destroyed. It behooves guidance workers and principals to do all in their power to protect something that may be invaluable at a later date.

CUMULATIVE RECORDS

“It is axiomatic that teachers must know their students well in order to give them intelligent help. Perhaps the most important function of the cumulative record is to help teachers and others to know students. Intelligent use of record data should not add to the list of duties of teachers but, rather, should result in a better organization of activities in which most teachers already engage

“Many teachers prefer to ‘learn’ their students without being familiar with their past records. They like to feel they are giving students a ‘fresh start’ and they fear they may be prejudiced by advance information obtained through the record. It is true that a teacher—anyone, as a matter of fact—must train himself to look for the potentialities in another person, and must think in terms of how strengths may be utilized and weaknesses removed or placed in proper perspective. But a teacher has so many students to ‘learn,’ and there are so many ways in which he affects the lives of his students that it is highly important that he utilize all sources of information in learning about them as rapidly as possible. The danger of being prejudiced may be avoided if a teacher is aware of the possibility of bias from reading a student’s record

“Administrative officers and guidance specialists have the responsibility of organizing the school’s guidance programme and of ensuring that the record system promotes the co-ordination of all the school’s personnel services. Record data are of special value to them in work with representatives of other schools and colleges, other social agencies, and employers. Cumulative record data may also aid these officers by providing information concerning the composition of the student body, the nature of scholastic trends, the interests and activities of students”

From Cumulative Pupil Record, W. C. Allen,
Bureau of Publications, Teachers’ College,
Columbia University, New York City.

Each school must decide not only what system of records meets the needs of the school but also how such records can be most efficiently handled. While it is possible that the cumulative records may be the official school record in small schools, large schools must necessarily have comprehensive record systems. As records become increasingly complex, schools will have a greater need of clerical assistance in order to free the counsellors so that they may do the other parts of the work more efficiently.

In order to assist schools in the establishment of cumulative records, two forms have been made available by the Vocational Guidance Centre, Ontario College of Education, 371 Bloor Street West, Toronto 5, Ontario. They are the V.G.C. Cumulative Record Folder and the Hamilton Cumulative Record Folder (Revised).

"Student Information Forms" are a valuable aid in getting information. If a form corresponding to the type of cumulative record folder is used, much time can be saved in keeping records up-to-date.

In using any student information form, it is advisable to tell pupils that all information is strictly confidential. Furthermore, if there are any questions which, for personal reasons, the pupil does not care to answer, he should not be required to do so.

FILES OF EDUCATIONAL AND OCCUPATIONAL INFORMATION

School files should be used to compile and make accessible information on both educational and occupational requirements. The file on education should contain the admission requirements of higher institutions of learning, the courses available at the student's own school and in other schools to which the student may have access, and the courses of study in Normal Schools, Universities and the like.

The section on Occupations should contain material of all types dealing with the various occupational opportunities open to students.

AUDIO-VISUAL AIDS

Many useful films on Guidance are available from the Visual Education Branch, Ontario Department of Education, Parliament Buildings, Toronto, Ontario. The application for the loan of films should be made as far as possible in advance of the date they are required. Use the application forms of the Branch in ordering.

TALKS BY OUTSIDE SPEAKERS

The best way to find out about an occupation is to work at it. Since this method is in most cases impractical for students, talks on occupations are one means of helping them to get information. It is doubtful if talks to the whole student body on a specific occupation have much value. But it has been proved that carefully planned addresses to students who have indicated a preference for a particular occupation are valuable. These should be encouraged, but only if the speaker is known to combine accurate knowledge with enthusiasm.

VOCATIONS NIGHT

Some schools have used these to good advantage. They give the pupils an opportunity to get information from people successful in different occupations; they also establish a tie with the general public. However, a Vocations Night must be carefully organized. Upon request, the Guidance Branch will furnish material on Vocations Night for schools attempting this type of project for the first time.

GROUP WORK IN GUIDANCE

A certain amount of group work related to guidance may be carried on through regular school subjects and by home-room teachers. The major part of the group work load, however, can best be handled through a course in Group Guidance (frequently called "Occupations").

Courses in Occupations should be taught by a teacher-counsellor—that is, by someone taking an active part in other phases of the guidance programme. A classroom, properly equipped with bulletin boards, bookshelves, screen and dark blinds is desirable. A 16mm. sound film projector will be useful. If possible, the Group Guidance classroom should be adjacent to the counselling office.

Aims

1. To aid the student in discovering and measuring his capacities, abilities, and real interests.
2. To lead the student to a realization of the value of training in school and out.
3. To give a general picture of the Canadian occupational world so that the student may realize that there are hundreds of ways in which a living is made.
4. To aid the student in developing a technique or method for investigating any occupation under consideration as a possible future vocation.
5. To encourage the student to search out, when faced with the need for making important decisions, pertinent information likely to help in making such decisions—to encourage him, in short, to base his decisions on facts.
6. To aid the student in obtaining adequate and accurate information about schools, courses, hobbies, and occupations, so that he may have facts on which to base decisions.
7. To assist the student in making *tentative* plans for the future.
8. To bring the student to a realization of the importance of wise use of leisure time to round out vocational life.
9. To make students familiar with ways and means of locating and obtaining a position, and making advancement in the world of work.
10. To lead students to a sympathetic understanding of the problems which face workers in various occupational fields.
11. To show how dependent the workers in one occupational family are on those in all other families, thus indicating the importance of all honourable work and breaking down to some extent “occupational snobbery.”
12. To make it abundantly evident that health habits, character, willingness to work hard and to co-operate, ability to get along with others, and many other personality traits are closely related to success and good citizenship, no matter what occupation is selected.

OCCUPATIONS

Grade IX

Time and Content

Teachers are asked to select topics in the Occupations Course with due consideration for such factors as school facilities, local conditions, and previous training of the pupils.

It is pointed out that it is not the purpose of this course to get pupils to make an occupational choice. It is to give a bird's-eye view of the educational and occupational world in order to create an interest in the occupational world and to furnish pupils with information that may assist them at a later date to make intelligent decisions. Furthermore, this course is valuable from another aspect, as it affords an opportunity for the development of proper attitudes and ideals.

Notebooks

Each pupil should keep a notebook in which is put not only information gained in class, but also other educational and occupational information which he has gathered.

The "Occupations Course Text-notebooks," may be used. These are obtainable from the Vocational Guidance Centre, Ontario College of Education, 371 Bloor Street West, Toronto.

Assignments

It is most important that teachers do not give assignments which are burdensome or beyond the capabilities of the students. Assignments for which pupils must interview individuals outside the school, or for which they must write to outside firms or agencies, should be kept to a minimum, lest such assignments cause inconvenience or annoyance to those from whom information is desired. Students should, however, be encouraged to contribute clippings, pictures, and other readily accessible information on occupations for the school files. They may also be asked to write essays on occupations in which they are interested under such a heading as "An Occupation in Which I am Interested" or "Why I Chose As An Occupation." When students may do so without giving offence or divulging confidential information, they may make reports on the occupations of their parents. When this is done, teachers should caution students that no information on earnings is to be given or any other general information without the consent of the parents.

Examinations

The course in Occupations does not lend itself to formal examinations. One purpose of guidance is to awaken the individual to a sense of responsibility and a realization that through persistent study of himself and the educational and occupational worlds, he can improve his chances of success. For this reason it is impossible to test pupils in guidance.

While it is considered unadvisable to give marks or grades in Occupations, those schools which do attempt to do so, should base them on notebooks and simple assignments only. It must be insisted that, where marks or grades appear on report cards, they be designated by the heading "Occupations."

Content of Course

I. THE NEW SCHOOL

1. Environment, equipment, personnel.
2. Rules, rights, privileges.

3. Use of library; extra-curricular activities.
4. Opportunities offered by various courses.
5. Factors to be considered in choosing a course of study.
6. Qualities necessary for success in any course.
7. Subjects required for Intermediate Certificate, Secondary School Graduation Diploma, and Secondary School Honour Graduation Diploma.

An important aim of this phase of the work is to inform pupils about the various courses offered by the school. It should include a survey of the curriculum with reference to subjects included, time allotment, and educational and vocational outlets. Thus pupils may discover the education required for different occupations and may learn to apply such information to the solution of their own problems.

II. YOU AND YOUR EDUCATION

1. Value of education: education as a continuous process of growth and development.
2. Types of schools: elementary, secondary, university, normal school; colleges of art, dentistry, optometry, pharmacy, etc; training schools for industry.
3. The cultural and vocational importance of school subjects: mathematics, English, science, languages, history, business practice, practical arts.

III. HOW TO STUDY

1. Necessity of good study habits for school success.
2. Practical suggestions for improving study habits.
3. The value of time schedule for study.
4. Hints on how to concentrate.
5. Effects of poor study habits.
6. Common errors in study habits.

IV. THE WORLD OF WORK

1. The dignity of labour.
2. Interdependence of workers—for example, products in everyday use are the result of the labours of thousands of people in almost every part of the globe.
3. Fruits of toil.
4. Satisfaction in work itself.
5. Contribution to the lives of others.

V. FIELDS OF OCCUPATIONS

1. General information on all fields of occupations:

| | |
|----------------------|----------------------|
| Agriculture | Professional Service |
| Fishing | Public Service |
| Hunting and Trapping | Recreational Service |
| Logging | Personal Service |

Mining or Quarrying
Manufacturing and Mechanical
Construction
Transportation and Communication
Trade and Finance
Clerical

Labourers
Others and Unspecified

NOTE: The above are group headings used in the Canadian Census Occupations Tables.

2. Specific Information on local occupations.
3. Importance of deciding upon fields of work in which the student would consider the investment of his future.

Pupils should not think that final choice of an occupation is necessary. It is much better to think first of the major areas and later of the special kind of work. The teacher should show the relation of this principle to established courses of study.

VI. PERSONALITY AND CHARACTER

1. Relation of maladjustments in fields of occupations to personality defects.
2. Desirable personality traits.
3. Undesirable personality traits.
4. How habits are formed.
5. How to develop desirable personality traits.

VII. FACTORS TO BE CONSIDERED IN CHOOSING AN OCCUPATION

1. Methods of discovering abilities, interests, and aptitudes.
2. Methods of getting information about occupations, e.g. books, pamphlets, magazines, interviews with workers, films, work experiences, etc.
3. Methods of compiling information about a particular occupation.

SUGGESTIONS FOR A COURSE IN OCCUPATIONS IN GRADE XII

Students at this stage require assistance in making decisions involved in planning more advanced studies or in making the transition from the school to the occupational world. Even though the individual must assume the responsibility of making his own decisions, the school has the responsibility of supplying the individual with sufficient information to ensure that decisions are based on facts and not on mere whims and fancies. Much information can be given in classroom work.

A course in Grade XII will differ considerably in aims and content from a course in Grade IX. Students of Grade XII are much more capable of self-analysis and self-improvement. They can carry out worth-while occupational and educational investigation along the lines of their own maturing interests.

Aims

The aims of a course in Occupations in Grade XII may be stated as follows:

1. To provide some means of making reasonable and intelligent decisions by

- (a) giving some general knowledge regarding occupational and educational opportunities, and
 - (b) giving more particular knowledge of occupational and educational fields in which the pupil has personal interest.
2. To provide some basis for self-analysis so that students may begin to understand
- (a) their own abilities, strengths, and weaknesses, and
 - (b) means of adjusting themselves to those findings.

Content

Each teacher will wish to emphasize and elaborate those aspects which apply most particularly to his own group of students. For example, Grade XII Commercial and Industrial classes will need only very general information about University courses, whereas General classes will cover this topic very fully.

Some suggested topics for study and discussion are as follows:

1. Self-appraisal and Improvement
 - (a) Individual Differences.
 - (b) Discovering One's Abilities.
 - (c) The Importance of Personality
 - (d) What is Success?
 - (e) Study Habits.
 - (f) Wise Use of Leisure Time.
 - (g) Good Citizenship.
2. Occupational Studies
 - (a) Choosing a Career.
 - (b) Survey of Occupational World.
 - (c) How to Make a Study of An Occupation.
3. Success in the World of Work.
 - (a) What Have You to Offer?
 - (b) Finding the Vacancy.
 - (c) Application Forms and Special Tests.
 - (d) Letters of Application.
 - (e) The Employment Interview.
 - (f) Making Progress.
4. Further Education
 - (a) Education as a Life-long Process.
 - (b) Training Courses beyond High School.
 - (c) Selection of Grade XIII Courses.

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(Grade XII Occupations Course)

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People Are Different. By Blanche Paulson.

Bureau of Child Study, Board of Education, Chicago, Illinois. 25c

One Hundred Guidance Lessons. By F. S. Endicott.

International Textbook Co., Scranton, Pa. (International Correspondence Schools, Canadian Ltd., Montreal, P.Q.) \$1.40

- Guiding Students in the Development of Personality. By V. A. Teeter and E. O. Stanfield.
Science Research Associates, 228 South Wabash Ave., Chicago, Ill.
- People Are Important. By F. L. Ruch *et al.*
Scott, Foresman & Co., New York, N.Y. (W. J. Gage & Co. Ltd., Toronto) \$1.75.
- Your High School Record—Does It Count? By R. D. Falk.
South Dakota Press, Vermillion, South Dakota. \$2.25
- Your Life In A Democracy. By H. E. Brown.
Longmans, Green & Co., Toronto. \$2.25
- How To Study. By A. W. Kornhauser.
University of Chicago Press, Chicago, Ill. (W. J. Gage & Co. Ltd.) 30c
- Understanding Yourself and Your Society. By J. M. Ewing.
The Macmillan Co. of Canada, Ltd., Toronto. \$2.00

INQUIRIES REGARDING GUIDANCE WORK

Teachers, principals, and administrative officials are reminded that the Guidance Branch may be consulted with regard to organization of courses, guidance certificates, and educational, occupational, and related topics. Inquiries should be addressed to The Guidance Branch, Ontario Department of Education, Parliament Buildings, Toronto, Ontario.

PERIODICALS FOR THE GUIDANCE WORKER

The following periodicals may be particularly useful:—

- Labour Gazette (monthly). Department of Labour, Ottawa, Canada. 20c per annum.
- Occupations (monthly, October through May). National Vocational Guidance Association, Inc., 82 Beaver Street, New York 5, N.Y. \$4.50 per annum. (A special rate is available to members of the Ontario Vocational Guidance Association. Inquiries should be addressed to the Secretary, Mr. Percy Douglas, Malvern Collegiate Institute, Toronto, Ontario).
- Personnel Journal (monthly September through June). Personnel Research Foundation, Lincoln Bldg., 60 East 42nd Street, New York, N.Y. \$6.00 per annum.
- Occupational Index (quarterly). Occupational Index, Inc., New York University, Washington Square E., New York, N.Y. \$5.00 per annum.
- The Employment Situation (monthly). Dominion Bureau of Statistics, Ottawa, Canada. \$1.00 per annum.
- Vocational Trends (monthly September through May). Science Research Associates, 228 South Wabash Ave., Chicago, Ill. \$3.00 per annum.
- Vocational Guide (monthly September through May). Science Research Associates, 228 South Wabash Ave., Chicago, Ill. \$4.00 per annum.

RECOMMENDED BOOKS FOR THE TEACHER-COUNSELLOR

Any orders should be sent directly to publishers, their Canadian representatives (names in brackets) or other sources mentioned. Approximate list prices are given. Where the publisher is not represented in Canada, price given is in U.S. funds.

Principles and Techniques of Guidance. By D. W. Lefever, *et al.*

Ronald Press Co., New York, N.Y. (The Ryerson Press). \$4.00.

Principles and Techniques of Vocational Guidance. By G. E. Myers.

McGraw-Hill Book Co. Inc., New York, N.Y. (Embassy Book Co. Ltd.) \$4.00.

Principles of Guidance. By A. J. Jones.

McGraw-Hill Book Co. Inc., New York, N.Y. (Embassy Book Co. Ltd.) \$3.85.

Techniques of Guidance. By A. E. Traxler.

Harper and Brothers, New York, N.Y. (The Ryerson Press) \$5.00.

Handbook of Vocational Guidance. By C. A. Oakley, A. Macrae, and E. O. Mercer. University of London Press, London, England. (Clarke, Irwin & Co. Ltd.) \$3.00.

Methods of Vocational Guidance. By Gertrude Forrester.

D. C. Heath and Company, Boston, Mass. (The Copp Clark Co. Ltd.) \$3.75.

Guidance in Secondary Schools. By R. H. Lewis.

The Ryerson Press, Toronto. \$1.25.

Personnel Work in High School. By C. E. Germane and E. G. Germane.

Silver Burdett Co., New York, N.Y. (W. J. Gage & Co. Ltd.) \$5.00.

An Introduction To Tests and Testing. By M. V. Marshall.

The Ryerson Press, Toronto. \$1.50.

Testing and Counselling in The High School Guidance Program. By J. G. Darley. Science Research Associates, Chicago, Illinois. \$2.00.

How To Counsel Students. By E. G. Williamson.

McGraw-Hill Book Company, New York, N.Y. (Embassy Book Co. Ltd.) \$4.75.

Dynamics of Vocational Adjustment. By D. E. Super.

Harper and Brothers, New York, N.Y. (Musson Book Company, Ltd.) \$4.50.

Guiding Youth in The Secondary School. By L. L. Chisholm.

American Book Company, New York, N.Y. (W. J. Gage & Co. Ltd.) \$3.25.

Guiding Students in The Development of Personality. By V. G. Teeter and E. O. Stanfield. Science Research Associates, Chicago, Ill. \$1.00.

Studying The Individual School Child. By H. B. English and V. Raimy.

Henry Holt & Co. Inc., New York, N.Y. (Clarke, Irwin & Co. Ltd.) \$1.15.

Toward Mental Health in Schools. By C. R. Myers.

University of Toronto Press, Toronto. (S. J. Reginald Saunders & Co. Ltd., Toronto) \$1.75.

- One Hundred Guidance Lessons. By F. S. Endicott.
International Textbook Co., Scranton, Pa. (International Correspondence
Schools, Canadian Ltd., Montreal, P.Q.) \$1.60.
- Group Methods of Studying Occupations. By M. L. Billings.
International Textbook Co., Scranton, Pa. (International Correspondence
Schools, Canadian Ltd., Montreal, P.Q.) \$3.50.
- Occupations Today. By J. M. Brewer and E. Landy.
Ginn and Company, Boston, Mass. (Ginn and Company, Toronto) \$2.00
- Dictionary of Occupational Titles. U.S. Department of Labor, Washington,
D.C. Part I—\$2.00 Part II—\$1.00. Part III—20c.

RECOMMENDED BOOKS FOR PUPIL READING

Any orders should be sent to publishers, their Canadian representatives (names in brackets) or other sources mentioned. Approximate list prices are given. Where the publisher is not represented in Canada price given is in U.S. funds.

Only books of general interest are listed. Any school may obtain more information or names of other recommended books by writing to The Guidance Branch, Ontario Department of Education, Parliament Buildings, Toronto, Ontario.

- Careers For Canadian Women. By Gabrielle Carriere.
J. M. Dent and Sons (Canada) Ltd., Toronto. \$3.00.
- Careers For Women. By Lillian Millar.
The Ryerson Press, Toronto. \$1.25.
- Four-Square Planning for Your Career. By S. A. Hamrin.
Science Research Associates, 228 South Wabash Avenue, Chicago, Ill.
\$2.00.
- Looking Ahead. By E. W. Andrews.
Row, Peterson Co., Evanston, Ill. (The Copp Clark Co.) 40c.
- Occupations Today. By J. Brewer and E. Landy.
Ginn and Company, Boston, Mass. (Ginn and Company, Toronto) \$2.00.
- Vocations For Boys. By H. D. Kitson.
Harcourt Brace & Co. Inc. (George J. McLeod, Ltd.) \$3.25.
- Young Canada Goes To Work. By J. H. Stewart.
The Ryerson Press, Toronto. \$2.00
- Your High School Record—Does It Count? By R. D. Falk.
South Dakota Press, Pierre, South Dakota. \$2.25.
- Electrical Occupations For Boys. By L. M. Klinefelter.
E. P. Dutton & Co., New York, N.Y. (The Book Society of Canada) \$2.50.
- Farms and Farmers. By W. H. Clark.
L. C. Page & Co., Inc., Boston, Mass. (The Ryerson Press) \$3.75.
- Your Career As a Food Specialist. By D. Smedley and A. Ginn.
E. P. Dutton & Co., New York, N.Y. (The Book Society of Canada) \$3.00.
- Between Deadlines. By L. M. Merriman.
Longmans, Green & Co., New York, N.Y. (Longmans, Green & Co.) \$2.25.

- Your Career in Nursing. By C. L. Schulz.
McGraw-Hill Book Co. Inc., New York, N.Y. (Embassy Book Co. Ltd.) \$3.00.
- Your Career in Music. By Harriett Johnson.
E. P. Dutton & Co., New York, N.Y. (The Book Society of Canada) \$4.00.
- New Careers in Industry. By J. M. Amiss and E. Sherman.
McGraw-Hill Book Co. Inc., New York, N.Y. (Embassy Book Co. Ltd.) \$3.35.
- Selling—A Job That's Always Open. By Frances Maule.
Funk & Wagnalls Co., New York, N.Y. (Clarke, Irwin & Company) \$2.50.
- Your Career in Engineering. By N. V. Carlisle.
E. P. Dutton & Co., New York, N.Y. (The Book Society of Canada) \$3.00.
- Fashion is our Business. By Beryl Williams.
J. B. Lippincott, New York, N.Y. (Longmans, Green & Co.) \$2.50.
- The Competent Secretary. By H. J. Russell.
The Macmillan Company of Canada, Toronto. \$1.25.
- Careers in Social Service. By Evelyn M. Steele and H. K. Blatt.
E. P. Dutton & Co. (The Book Society of Canada) \$3.50.
- Doctor in the Making. By Dr. A. W. Ham and Dr. M. B. Salter.
Longmans, Green & Co., New York, N.Y. (Longmans, Green & Co.) \$2.50.
- Planning For College. By Max McConn.
Frederick A. Stokes Co., New York, N.Y. (Longmans, Green & Co.) \$2.50.
- People Are Important. By F. L. Ruch *et al.*
Scott, Foresman & Co., Chicago, Ill. (W. J. Gage & Co. Ltd.) \$1.75.
- Understanding Yourself and Your Society. By J. M. Ewing.
The Macmillan Company of Canada, Toronto. \$2.00.
- Your Best Foot Forward. By Dorothy C. Stratton and Helen B. Schleman.
McGraw-Hill Book Co. Inc., New York, N.Y. (Embassy Book Company). \$2.50.
- This Way Please. By Eleanor Boykin.
The Macmillan Company, New York, N.Y. (The Macmillan Company of Canada) \$2.00.
- What is She Like? By Mary Brockman.
Charles Scribner's Sons, New York, N.Y. (The Book Society of Canada) \$1.85.
- Choosing Your Course. By C. M. Smith and S. Baron.
Henry Holt & Co., New York, N.Y. (Clarke, Irwin & Co. Ltd.) \$1.75.
- How to Pass a Written Examination. By H. C. McKown.
McGraw-Hill Book Co. Inc., New York, N.Y. (Embassy Book Co. Ltd.) \$2.00.
- How to Study. By A. W. Kornhauser.
University of Chicago Press, Chicago, Ill. (W. J. Gage & Co. Ltd.) 30c.
- How to Study Handbook. By R. Frederick.
Appleton-Century Co., New York, N.Y. (The Ryerson Press) \$2.25.
- Motivation and Guidance Series. By H. Sorenson.
Grand Rapids Herald-Review, Grand Rapids, Minnesota. \$2.50 a set, or 25c each. Why Go To School? Why Study History? Why Study Physics and Chemistry? Why Study Mathematics? Why Study Art and

Music? Why Study Science? Why Study Languages? Why Study English? Why Study Biology? Why Study Social Sciences? Youth and School Activities.

Learning to Live With Others. By Alice and Lester D. Crow.

D. C. Heath and Company, Boston, Mass. (The Copp Clark Co.) \$1.25.

PUBLISHERS OF PAMPHLETS ON OCCUPATIONS

Vocational Guidance Centre, Ontario College of Education, 371 Bloor Street West, Toronto 5, Ontario. (V.G.C. Occupational Monographs).

London Free Press, London, Ontario. (2 series of occupational monographs).

Sir Isaac Pitman & Sons, Ltd., 383 Church Street, Toronto. (O.S.S.T.F. Monographs).

Canadian Federation of University Women, 246 Kingston Crescent, Winnipeg, Manitoba. (Monographs).

Morgan, Dillon & Co., 5154 N. Clark Street, Chicago, Ill. (Success monographs).

Science Research Associates, 228 South Wabash Avenue, Chicago, Ill. (Occupational outlines, briefs, reprints).

Commonwealth Book Co. Inc., 88 East Jackson Blvd., Chicago, Ill. (Vocational Guidance Monographs).

Occupational Index Inc., New York University, 80 Washington Square East, New York, N.Y. (Occupational Abstracts).

Vocational Guidance Manuals, Inc., 45 West 45th Street, New York 19, N.Y. (Vocational Guidance Manuals).

Institute for Research, 537 South Dearborn Street, Chicago, Ill. (Career Monographs).

Quarrie Reference Library, 35 East Wacker Drive, Chicago, Ill. (Vocational Monographs).

Bellman Publishing Company, Inc., 6 Park Street, Boston, Mass. (Vocational Monographs).

LIST OF PUBLISHERS

Book Society of Canada Limited, The, 319 Bay St., Toronto.

Cassell & Co. Ltd., 215 Victoria Street, Toronto.

Clarke, Irwin & Company Ltd., 480 University Avenue, Toronto.

Copp Clark Co., Ltd., 517 Wellington Street West, Toronto.

Dawson, Wm. Subscription Service, Ltd., 70 King St. E., Toronto.

Dent, J. M. and Sons (Canada) Ltd., 224 Bloor St. W., Toronto.

Embassy Book Co. Ltd., 12 Richmond St. E., Toronto.

Gage, W. J. & Co., Ltd., 82-84 Spadina Avenue, Toronto.

General Publishing Co. Ltd., 17 Queen St. E., Toronto.

Ginn and Company, Ginn Building, 863 Bay Street, Toronto.

International Correspondence Schools (Canadian) Ltd., 1517 Mountain St., Montreal, P. Q.

Longmans, Green & Co., 215 Victoria Street, Toronto.
Macmillan Co. of Canada, Ltd., 70 Bond St., Toronto.
McClelland and Stewart, Ltd., 215 Victoria St., Toronto.
McLeod, George J., Ltd., 266 King St. W., Toronto.
Moyer School Supplies, Ltd., 106 York Street, Toronto.
Musson Book Co., Ltd., 480 University Avenue, Toronto.
Nelson, Thos. & Sons, Ltd., 91 Wellington St. W., Toronto.
Oxford University Press, 480 University Avenue, Toronto.
Pitman, Sir Isaac & Sons, (Canada) Ltd., 381-3 Church St., Toronto.
Psychological Corporation, 522 Fifth Avenue, New York 18, N.Y.
Renouf Publishing Co., 1433 McGill College Ave., Montreal, P.Q.
Ryerson Press, The, 299 Queen Street, West, Toronto.
Saunders, S. J. Reginald & Co. Ltd., 84 Wellington St. W., Toronto.
Science Research Associates, 228 South Wabash Ave., Chicago, Ill.
University of Toronto Press, University of Toronto, Toronto.
Vocational Guidance Centre, Ontario College of Education, 371 Bloor St. W.,
Toronto 5, Ontario.
Winston, The John C. Co., Ltd., 60 Front St. W., Toronto.

